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Innovative Education





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American education has entered a period of great ferment. Innovations long in the talking stage are finally--and rapidly--moving into effect. An aura of excitement pervades the entire field as the willingness and the wherewithal to experiment, coupled with increasingly effective means for measuring results, are stimulating a wide range of reforms.

Today, a decade after Sputnik I first shattered our complacency, America's schools are alive with a welter of new ideas and programs so extensive in character that a compilation can only scratch the surface and point to emerging trends.

--William P. Lindberry, editor
New Trends in Schools

Compiled by the Staff of ESEA Title III

Harold Rehmer
Supervisor
ESEA Title III
in Montana
State Capitol
Helena, Montana 59601



Foreword

Almost every educational publication today contains some reference to "change," "relevance" and "innovation." This booklet is no exception. In a few pages and with only a few words, we have tried to present a kaleidoscopic picture of Montana's changing education.

Each project described in this booklet highlights a different face of change. One project changed the structure of an entire school district; others affect only one discipline or one grade. Some of the projects involve a great deal of money, others require more imagination than funds.

Whatever their surface differences, the 13 projects described in this booklet have three common ties: all are concerned with *changing* the traditional methods of education. All seek, either through a change in subject matter or a change in method, to make today's education *meaningful* to today's students. And all of the projects are *innovative*, all have some new way of looking at and solving educational problems.

These projects were planned in Montana, they are operating in Montana and they contain the seeds of change for all of Montana education. This publication is dedicated to the creative schoolmen of our state, those responsible for these projects and those who will adopt emerging answers to students' needs.

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Title III Staff Offers Assistance, New Ideas for Bozeman Project...toward Optimum Conditions for Learning

Teachers strive to establish a stimulating classroom environment

Target Groups: Kindergarten through grade 4

In order to provide optimum learning conditions through early identification of problems, teachers learn to analyze learning conditions and investigate innovative teaching methods.

Through a flexible program, Title III counselors in the Emerson School guide teachers who are interested in improving teaching methods. The Title III staff, available for counseling and testing students, provides in-service training for teachers who request it.

The staff emphasizes instruction conforming to the student's needs and situation. Intensive in-service training stresses individualized instruction. Video tapes of classroom activities enable

teachers to assess themselves. Pilot classrooms are used to demonstrate individualized instruction, diagnostic teaching, behavior modification and academic kindergarten education.

Project Director:

Larry L. Carroll
Elementary Educational Research Center
Emerson School
Bozeman, Montana 59715

Grant Information:

ESEA Title III Funds
First Year: \$66,233
Second Year: \$52,589
Third Year: \$49,723

Current Grant Period: 3/1/70 - 6/30/71

"Cheshire-Puss," she began, rather timidly . . . "would you tell me, please, which way I ought to go from here?" "That depends a good deal on where you want to get to," said the cat.



Butte's slow learners receive help in A Laboratory Approach to Teaching General Mathematics

In the laboratory, the student relates mathematics to his "now" world

Target Groups: Slow learners, low achievers, grades 9-10

Teachers are trained to develop pertinent behavioral objectives so they can make the math student's experiences relate to his needs and abilities.

Last year, during an eight-week training session, 20 teachers designed a scope and sequence guide for the general mathematics program based on a laboratory approach for slow learners in grades nine and ten. Using materials and techniques developed during the session, five experimental classes in Butte emerged with emphasis on skill development in reading and comprehending math problems. This laboratory approach to learning contains devices used to demonstrate problems and problem solving.

Grant Information:

ESEA Title III Funds

First Year: \$53,645

Current Grant Period: 6/1/70--5/31/71

Project Director:

William Connors

Butte Public Schools

119 North Montana Street

Butte, Montana 59701

HOW HIGH THE SKY?

HOW DEEP THE PIT?*

**HOW MUCH SHOULD I
BE PAYING FOR IT?**

**WHAT IS THE WAY
TO CALCULATE
COST PER DAY
AND INTEREST RATE?**

***Berkeley Copper Pit**

Behavior Modification of Emotionally Disturbed Children

Academic and play activities help disturbed youngsters conquer handicaps

Target Groups: Emotionally disturbed children, kindergarten through grade 6

Special education teachers work to change pupils' behavior patterns and retain the goal of returning each child to the regular classroom as soon as possible.

The behavior of an emotionally disturbed child can range from noisy, disruptive action to quiet sullenness through which he no longer responds to teaching.

If a child interferes with classroom activities and fails to respond in the

normal environment, he may enter a prescriptive teaching program in a special education classroom. Through this project, his problems are assessed so that a prescribed program can be maintained in school and at home with full cooperation and understanding of his parents. In the specially equipped classroom, pupils earn points for academic progress and for being considerate of each other and the teachers. The children exchange points for free time in "high strength" areas where they play with games, pets and toys.

Grant Information:

ESEA Title III Funds
First year: \$82,936
Second Year: \$82,557
Third Year: \$68,808

Current Grant Period: 7/1/70--6/30/71

Project Director:

Dr. W. L. Findley, Director of Special Education
801 Second Avenue North
Great Falls, Montana 59401

Instructional and Library Materials Center

Multi-media programs enliven education for students and teachers

Target Groups: Teachers and students, grades 1-12

A multi-media approach, using a demonstration classroom and individualized media programs with films, tapes and slides, aims at improving classroom instruction.

An Instructional and Library Materials Center houses a demonstration classroom, media library, display area, film storage and graphic and production equipment. The center staff develops materials and curriculum units for the entire school system, and master teachers demonstrate multi-media techniques to elementary and junior high school teachers through classroom presentations.

Grant Information:

ESEA Title III Funds

First Year: \$86,313

Second Year: \$90,013

Third Year: \$75,000

Current Grant Period: 7/1/70-6/30/71

Project Director:

Robert Jewell

Administration Building

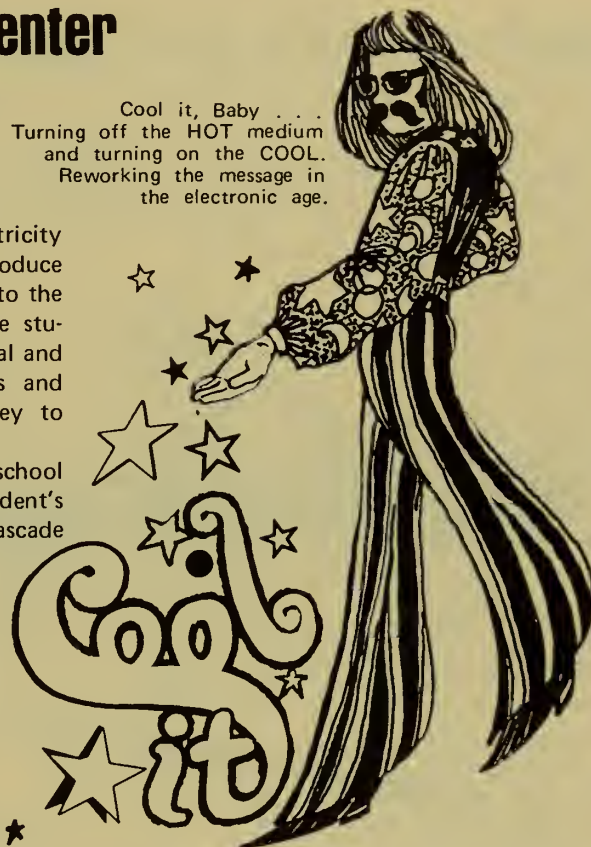
1100 Fourth Street South

Great Falls, Montana 59401

Cool it, Baby . . .
Turning off the HOT medium
and turning on the COOL.
Reworking the message in
the electronic age.

The curriculum units--"Electricity and 'Magnetism'" and "Food"--introduce third grade students and teachers to the multi-media approach. Sixth grade students and teachers examine physical and mental effects of tobacco, drugs and alcohol and take a media journey to Australia.

Financed by the Great Falls school districts and the County Superintendent's office, exhibits circulate among Cascade County school districts.



Circa 1970...

The modern Conestoga Wagon

*winding up the whoop-up trail
carries special freight to the
student populations of the
upper Missouri River prairie country*

Mobile Vocational Guidance Services

Target Groups: Students of 23 high schools in six northcentral Montana counties

Small, isolated schools receive vocational counseling services in order to increase student, parental and community awareness of realistic career goals and available training opportunities, as well as to supplement established college-oriented counseling services.

A trailer transports career information to high schools in the Harlem area. The counselor traveling with the trailer conducts individual or small-group guidance sessions. Career information available from the mobile guidance unit includes catalogs from most of the vocational-technical training schools in the Northwest. Counseling sessions are coordinated with the guidance departments of schools visited.

Grant Information:

ESEA Title III Funds

First Year: \$60,914

Second Year: \$20,182

Third Year: \$15,000

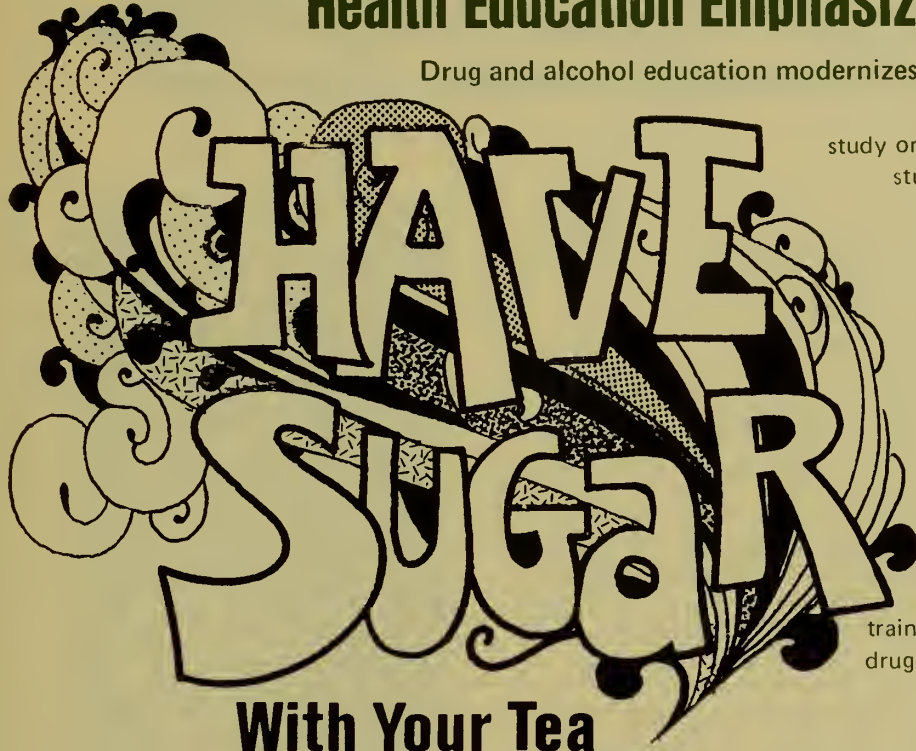
Current Grant Period: 7/1/70-6/30/71

Project Director:

John Morris, Superintendent
Harlem Public Schools
Harlem, Montana 59526

Health Education Emphasizing Drug & Alcohol Abuse

Drug and alcohol education modernizes the health curriculum in Helena High School



The project goal is to organize a sequential course of study on drug and alcohol education for Montana high school students, and to integrate the study of drug and alcohol use with the regular school curriculum.

A qualified health educator, hired by School District Number One, conducts a program in drug and alcohol education. The Title III program staff polled students before the project was initiated to determine the need for drug and alcohol education and to provide a basis for specific behavioral objectives of the course. A student-citizen council assisted the high school's health curriculum committee and the project staff in designing the course of study.

During the project's second phase, the course is being pilot tested in selected classes. In-service training provides current and realistic information about drug use and abuse to the entire high school teaching staff.

Grant Information:

ESEA Title III Funds
First Year: \$24,943

Current Grant Period: 4/13/70-4/12/71

Project Director:

Gerald W. Roth, Coordinator of
Federal Projects
Helena Public Schools
Helena, Montana 59601

ESEA Title III Projects in Montana

Current and Previous "Operational" Grants

PROJECT TITLE	Community of Sponsoring District	Page No.
Current Operational Project Grants, September 1970		
Toward Optimum Conditions for Learning	Bozeman	4
A Laboratory Approach to Teaching General Mathematics	Butte	5
Behavior Modification of Emotionally Disturbed Children	Great Falls	6
Instructional and Library Materials Center	Great Falls	7
Mobile Vocational Guidance Services	Harlem	8
Health Education Emphasizing Drug and Alcohol Abuse	Helena	9
Multi-media: Innovation for Social Sciences	Livingston	12
APEX, Appropriate Placement in English-X (Variable)	Miles City	13
Individualized Instruction	Missoula	14
Flexible Scheduling and Individualized Instruction	Nashua	15
Improving the Educational Program for Indian Children in Grades 1 - 6	Rocky Boy's Reservation	16
Project Understanding	Ronan	17
Project See	Whitefish	18
Previous Operational Grants		
Outdoor School in Conservation	Alberton	
Extended School Year - Grades 1 - 12	Billings	
Developing Creative Problem Solving in Selected Elementary Students	Butte	
Summer Institute in Field Ecology and Field Geology for High School Students	Deer Lodge	
Pilot Project in Art Enrichment Classes	Great Falls	
Conservation Education	Great Falls	
Psychological Services and Educational Remediation for Learning Problems	Harlem	
Supplemental Educational Services	Helena	
Eastern Sanders County Voc-Tech Educational Plan	Hot Springs	
Student and Community Aid Center	Inverness	
Area Resource Center for Music, Art, Science, Audiovisual and Guidance	Kalispell	
Conservation and Wildlife Study Area	Missoula	
Missoula County Instructional Materials Center	Missoula	
Judith Basin County Educational Services Cooperative	Stanford	
Cooperative Summer Reading and Cultural Improvement Program	Superior	

Check List of Needs Served • Type of Needs Served

	Arts	Community Involvement	Conservation	Cultural	Curriculum (Content)	Guidance	Handicapped	Health	Individualized Instruction	In-Service Training	Media	Methods	Multi-District Cooperation	Psychological	Remedial	Schedule	Vocational
				M	L	L		M	M		M			L			
	L			M	L	M		L	M		M						
				M					L	M	L		M	M			
				M	M		M		L	L		M				M	
	M			M					M								
				M				M	M			M					
				L				M	M						L		
	M			M				M	L						M		
	M			M				M	M								
			M	M				M	M	L	M						
				M					M			M		M			
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			M	M										M	M		
				M		M		M		L	M			L			
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Legend

M - Major Emphasis

L - Lesser Emphasis

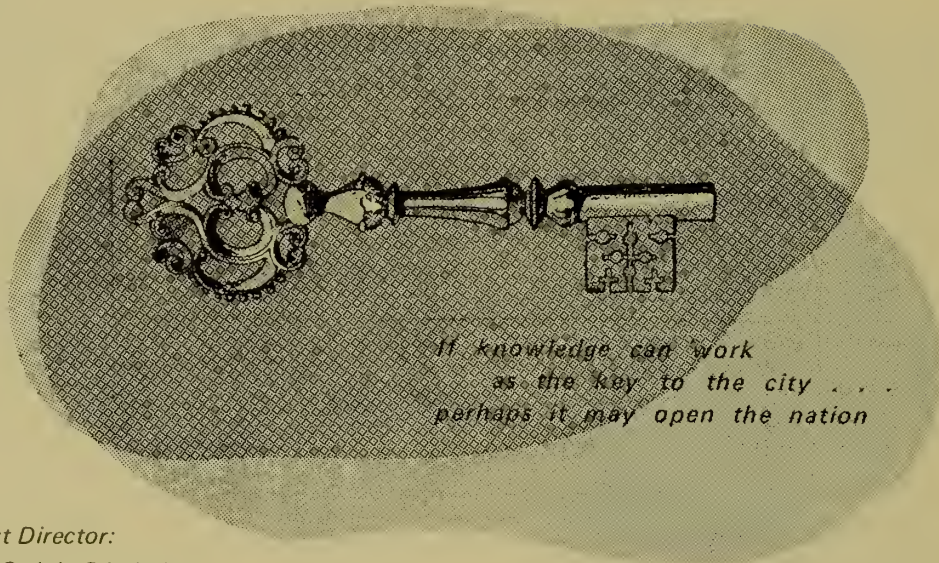
Multi-Media: Innovation for Social Sciences

Multi-media social science curriculum alerts students to current social problems

Target Groups: Low achievers and students with reading problems, grades 7, 8 and 9

Through increased teacher awareness of individual student needs and learning styles, a social science curriculum recognizes current social pressures and explores instructional strategies for low-achieving students. Evaluation procedures teach social science content and process.

This Livingston community project involves townspeople, educators, students and organizations in investigating new approaches to social studies and the latest social science teaching research. Teachers have in-service sensitivity training as well as workshops about teaching the slow learner. Multi-media equipment applications are used for review in the program.



Grant Information:

ESEA Title III Funds
First Year: \$60,065
Current Grant Period: 4/1/70--3/31/71

Project Director:

Harold Guthrie, Principal
Livingston Junior High School
Box 669
Livingston, Montana 59407

Apex—Appropriate Placement in English · X (variable)

Students select English units according to individual needs, interests and abilities

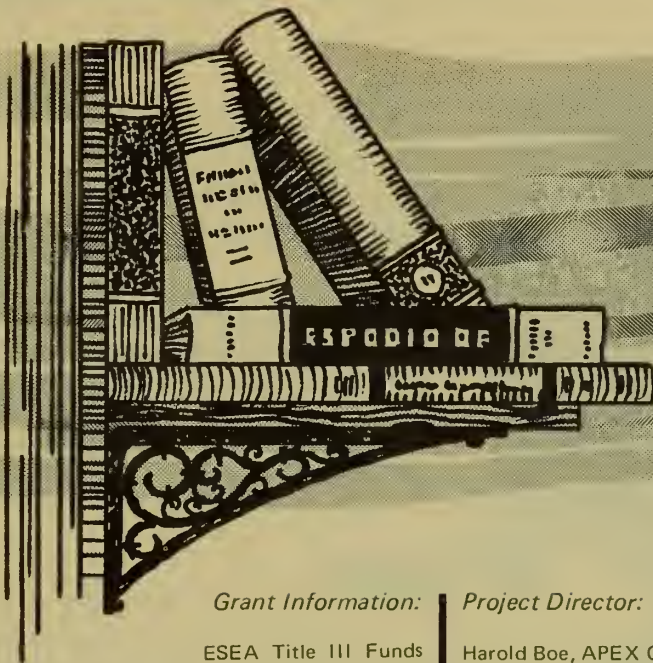
Target Groups: Grades 9-12

The staff has initiated ungraded instruction for high school English students and is determining the effectiveness of curriculum committees in developing new patterns of instruction!

Instead of assuming a specific level, the Custer High School student is assigned to an area according to his ability and knowledge.

The English curriculum is divided into four-and-a-half week units in four categories—literature, language composition, speech and enrichment. A few of these units must be studied consecutively, and each year all students must complete eight units.

When a student elects his study units, proficiency test results are available to him and to his teacher. Each pupil completes units of study rather than semesters.



Grant Information:

ESEA Title III Funds

First Year: \$13,763

Grant Period: 6/1/69-8/31/70

A continuation grant was not required.

Project Director:

Harold Boe, APEX Chairman

Custer High School

Miles City, Montana 59301

Individualized Instruction

Team teaching leads the way to a continual progress program

Target Groups: Grades 9-12



A project study determined the appropriate content, methods and materials for specific subject areas. Pre-service and in-service teacher training concern major aspects of individualized instruction.

Title III is funding the Missoula County high schools' transition from a traditional to an individualized instruction program. Following pre-service and in-service training for all teachers involved, change will occur through a continuous progress system of student achievement and a team teaching plan.

Schedule adaptations will allow team teaching within specified areas. One plan will allow an integrated presentation of two or more subjects, while the other will allow team teaching only within a single subject area. In both cases, schedules will be arranged so that each teacher has a time block which may be shared or divided according to student needs, teacher strengths and topic relationships.

ON TARGET...

The schedule will be flexibly continuous and continuously flexible--the eventuality is individuality.

Grant Information:

ESEA Title III Funds
First Year: \$51,438
Current Grant Period: 7/1/70-6/30/71

Project Director:

Royal G. Barnell
Administration Building
915 South Avenue West
Missoula, Montana 59801

Flexible Scheduling and Individualized Instruction

Students and teachers break away from stop-watch class scheduling

Target Groups: Grades 9-12

Teachers encourage students to think critically by helping students develop direction and responsibility and improve study skills and attitudes toward schoolwork.

Teachers and students find that flexible modular scheduling makes the best use of their time and skills. Basic units in the schedule can be coupled or divided to allow relationships with other scheduling.

Each school day is divided into 21 twenty-minute modules combined into periods varying from 20 to 100 minutes. Students meet for two to five classes each day depending on the modular scheduling. Nashua students and teachers often have 30 percent of their time free for individually directed study activities.



Grant Information:

ESEA Title III Funds
First Year; \$15,580

Grant Period: 6/15/69-6/14/70
A continuation grant was not required.

Project Director:

William Willavize, Superintendent
Nashua Public Schools
Nashua, Montana 59428

Improving Educational Program for Indian Children · Grades 1-6

Townpeople act as teacher aides; students contribute to community life

Target Groups: Grades 1-6

The school provides for the individual educational, social, physical and medical needs of each student. An individualized instructional program in the basic skill areas of mathematics, reading, spelling, science and social studies has been developed.

Through community involvement, the teachers hope to strengthen positive attitudes toward education.

This project was originally sponsored by Havre School District No. 16. The Rocky Boy School reorganized and the staff now provides individually prescribed instruction for students in all six grades.

Grant Information:

ESEA Title III Funds

First Year: \$62,500

Second Year: \$61,000

Third Year: \$50,000

Current Grant Period: 7/1/70-6/30/71

Project Director:

Bert Corcoran, Superintendent

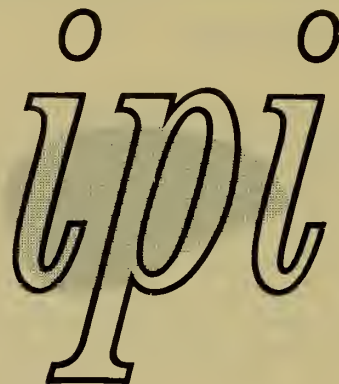
Rocky Boy School

Box Elder, Montana 59521

Classroom aides are selected from among Indian adults in the community.

Other innovations include medical and dental examinations for each child, a breakfast program, master teachers shared by all classes and development of curriculum guides to be finalized this year, the last year of Title III funding.

During the 1969-70 school year, the Rocky Boy community successfully petitioned for a separate school district.



ipi IMPROVING THE PROGRAM FOR INDIANS

ipi INDIAN PARENT INVOLVEMENT

ipi INDIVIDUALLY PRESCRIBED INSTRUCTION

Project Understanding

Indian culture courses convey pride in a rich heritage and history

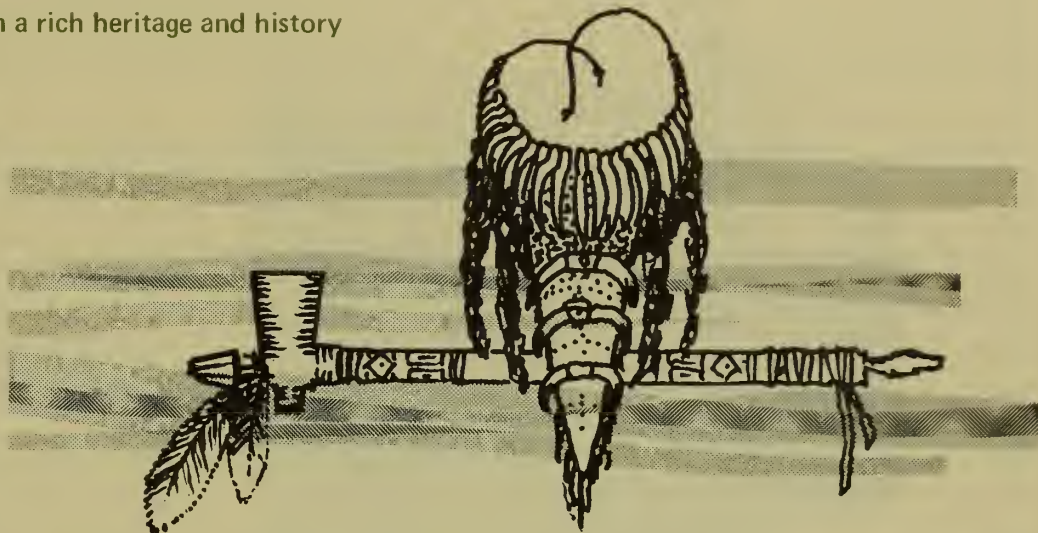
Target Groups: Grades 7 and 11

The staff seek information from local citizens who understood Indian culture and also hope to create awareness of current Indian problems among the students and teachers.

Teachers believe self-respect and confidence can evolve in a search for identity when Indian students learn their history and culture. The teachers have observed that other students learn to respect the culture of their Indian peers.

Two courses are available to Ronan students--a six-week unit in the history, culture and customs of the Indians of the Northwest for seventh graders and, for eleventh graders, a semester unit on the history, culture, customs and current social issues of the confederated tribes of the Flathead Indian Reservation.

Community members, students and teachers form an advisory committee to the project staff.



**CHARLO VICTOR JOSEPH SITTING BULL TWO MOONS
LITTLE BEAR TWO GUNS WHITE CALF MORNING STAR**

Grant Information:

ESEA Title III Funds

First Year: \$12,611

Current Grant Period: 6/22/70-6/21/71

Project Director:

Jean Muller

Ronan High School

Ronan, Montana 59864



Project See

Low achievers gain confidence in creative ability by learning photography

Target Groups: Low achievers, grade 7; science students, grade 9

Photography is presented as a new area of communication, especially for low achievers who do not express themselves well through other communication channels. Teachers attempt to renew interest in science and mathematics through photography.

"Project See" is in its third successful year at Whitefish, under the direction of a professional photographer. During the first two years, upon completion of a completely equipped photography laboratory, seventh graders participated in the photography process from the initial picture-taking field trip to the final printing process in the lab. This year ninth grade students are taking a nine-week course, using photographic techniques to record scientific experiments and achievements.

Project Director:

ESEA Title III Funds

First Year: \$20,870

Second Year: \$17,914

Third Year: \$15,000

Current Grant Period: 7/1/70-6/30/71

Grant Information:

Lloyd Muldown, Superintendent

Whitefish Public Schools

Box 198

Whitefish, Montana 59937

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ESEA Title III Program Assistant

A letter from the Title III Council Chairman . . .



Title III of the Elementary and Secondary Education Act provides for innovative, creative and exemplary approaches to solving some of our nation's educational problems. Experimental funds are committed to improving education at the local level with solutions developed by local people. The law provides for a State Advisory Council to provide advice on state administration of the program, to review proposals submitted to the State Superintendent of Public Instruction for funding and to monitor operating projects. Our Council represents many segments of the population in addition to educators.

We hoped that good programs developed with Title III funds would be applied to similar needs in other places and we are pleased to see this happening. Yet, we have seen some good programs end after the three years of federal funding stops. Federal funds provide a "grubstake," but local support must be generated to make high-grade educational discoveries produce paydirt for our children. Some benefits of innovative and creative teaching are, like a vein of ore, immediately visible and some will prove themselves only over a longer period of time.

The Montana State Advisory Council is an active, interested group of persons viewing the short-term and long-term effects of educational innovation. We recognize the exciting opportunity that Title III presents for better learning.

Gretchen G. Billings
Chairman, State Advisory Council

Design by Roger Meisenbach
Box 12 Design Studio

ESEA III MONTANA

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HELENA, MONTANA 59601**

**Dolores Colburg
SUPERINTENDENT**

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